

Debate think-sheet #1

Our position:

is to end government restrictions on the press in wartime.

Order

Key Points in Support of Our Position

1

If someone is "censoring things" then the people are not informed on the full truth.

People are misinformed by the censorship

The perception of war by the people may change

2

For attainment and advancement of knowledge

All the facts and ideas have to be considered

All points of view need to be represented

3

Necessary to our system of self-government

To be well-informed

Have access to all information, ideas, and points of view of their elected government

4

Violation of 1st Amendment Rights

It is clearly stated in the Bill of Rights, "FREEDOM OF SPEECH"

Freedom of speech affirms the dignity of every member in society.

Closing Argument

If

The public is not exposed to all points of view, even those that are "bad" or socially harmful ...

Then ... it creates a situation where governments can increasingly become corrupt because it can cover up mistakes and incompetence via censorship

Debate think-sheet #2

The OPPOSITION position:

Favor of maintaining the status quo regarding censorship during

Key points we anticipate our OPPONENTS will make

To protect the family, the church, and the state

Violation of 1st Amendment Rights

IF they say this, THEN we will counter with this point

Some things are indecent or obscene

We don't want government deciding for us what's indecent or obscene

IF they say this, THEN we will counter with this point

Some things are irrelevant

If someone is "censoring things" then the people are not informed on the full truth.

IF they say this, THEN we will counter with this point

Some things betray trust and confidence

Necessary to our system of self-government, otherwise it could become more corrupt

IF they say this, THEN we will counter with this point

Protect the "secrets" of war

Because people deserve to know what there country is participating in

IF they say this, THEN we will counter with this point

Debate Content Mini-planner

Content-learning **INSTRUCTIONAL OBJECTIVE(s)**

What is the most important idea about the content that students should gain a deep understanding of as a result of the debate?

The student should gain a deeper understanding of how censorship can be abused and can be a necessary evil.

What are specific concepts directly related to the above idea about which students should develop a deep understanding?

Can sway the way people vote in certain ways

Censorship protects lives and keeps military plans secret

Censors shape opinions by what they allow to be reported

Skill Development **INSTRUCTIONAL OBJECTIVE(s)**

Information Processing Skills

- Finding relevant information
- Prioritizing importance of information
- Summarizing gist & relevant details
- Recording information in a useful format

Communication Skills

- Articulating an idea in a clear and precise manner
- Turn-taking (not interrupting)
- Responding to ideas with reasoned logic
- Acknowledging importance while stating disagreeing perspective

Work Habits

- Persistence while working on difficult tasks
- Employing creativity to communicate ideas
- Commitment to accuracy and depth of information
- Setting and monitoring goals

Collaboration Skills

- Doing one's share on time
- Utilizing unique talents of team members
- Actively working to resolve conflicts
- Encouraging & complimenting

Accommodations

Some students may need accommodations to enable them to access information needed when PREPARING for the debate. Some may need accommodations to enable them to more actively participate DURING the debate.

- | | | |
|---|--|---|
| <input type="checkbox"/> Reading Buddy | <input type="checkbox"/> Audio Recording | <input type="checkbox"/> Adult 1-1 assistance |
| <input type="checkbox"/> Alternative Passages | <input type="checkbox"/> Read aloud | <input checked="" type="checkbox"/> Other |

Who & What notes

Sam & Mary ... Have a variety of articles on other war related freedom of the press and freedom of speech cases available written at 4th grade level .

Debate Resources

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Debate Strategy, pg1 | <input type="checkbox"/> Why Better Than v.1 | <input type="checkbox"/> 2 Reasons Why |
| <input checked="" type="checkbox"/> Debate Strategy, pg2 | <input type="checkbox"/> Why Better Than v.2 | <input type="checkbox"/> 3 Reasons Why |
| <input type="checkbox"/> Data Spinning | <input type="checkbox"/> Seems like, but ... | |
| <input type="checkbox"/> Debate Topic Analysis | | |

Related Resources

- | | |
|--|---|
| <input checked="" type="checkbox"/> Presentation Goals | <input type="checkbox"/> Use of Collaboration Skills |
| <input type="checkbox"/> DRAFT project-planner | <input type="checkbox"/> Observations of Collaboration Skills |
| <input type="checkbox"/> Information Resources | <input type="checkbox"/> Project-end Evaluation |
| | <input type="checkbox"/> Presentation Evaluation |

Presentation Evaluation

Teacher's Evaluation	Peer's Evaluation	Student's self-Evaluation	Group's self-Evaluation	Presentation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; color: red;"> 1948 Act to ban segregation in the military </div>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student name				
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; color: red;"> Group 1: Mary Jane, Suzie Q, John Doe </div>				

Did this really well

Did this some, but could use a little more

Need to work on this

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Content of Presentation

Overall content has a clear focus; ideas/concepts tied together via a theme.

Ideas are important, accurate, clear, meaningfully organized, & synthesized.

Extends, elaborates & connects ideas/concepts to audience interests/ relevant 'real-life' issues or problems to-be-solved.

Presentation performance

Presentation is appropriate for a specific audience (classmates, parents, community, staff, etc.)

Content of presentation linked to audience background knowledge, concerns, etc.; engages audience

Varied communication formats used (beyond the simple oral or written "report")

Visually appealing & imaginative.

Use of effective communication process tools (e.g. advance organizer, opening, body, closing); ideas presented in a logical manner.

Presentation made in a balanced way by all team members

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Feedback & Suggestions

Great job group. Next time would be to try to connect more with the audience's interest. Maybe, you could try to find some cool facts. On the other hand, maybe you might even find some cool pictures.

Interactive versions of this thinksheet can be found in the *Makes Sense Strategies* software. Reproducible blackline masters of this thinksheet are featured in the book *200 Makes Sense CONTENT Think-sheets*.
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